

Sidelights
ON
EDUCATION
IN
TRIPURA

PART II

EDUCATION DIRECTORATE
TRIPURA



SIDELIGHTS ON EDUCATION IN TRIPURA

PART II

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TRIPURA

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SUMMER COURSE OF A.C.C. TRAINING FOR TEACHER-INSTRUCTORS IN TRIPURA

THE A. C. C. organisation in Tripura, with its present complement of 1,100 cadets and 34 Instructors, has become quite a thing of size, but the standard of teacher-instructors' training has not been commensurate with the numerical expansion of the organisation. Usually after a training of four weeks under the care of the Army N.C.O.s attached to the Tripura Indep. Comp., N.C.C., such instructors are drafted to the different units, and they have often been found to be lacking in self-confidence and knowledge so necessary for the efficient discharge of their job. The Army N.C.O.s no doubt do their best, but the daily training of two periods only is too short to obtain the expected standard, more so when the trainees happen to be of odd age-groups and mostly lack the stamina and physical alertness required for such training in the initial stage. Hence the necessity of a more intensive training for them at some Army training centre had been felt an acute necessity.

The matter was taken up with the Circle Commander, No. 9 Circle, N.C.C., Shillong, who had been trying to arrange a course of training at the Assam Regi-

mental Centre at Shillong along with the next batch of N.C.C. Officers to be sent there for pre-commission training. This being an unusual step not covered by A.C.C. regulations, there was no certainty of the Circle Commander's efforts.

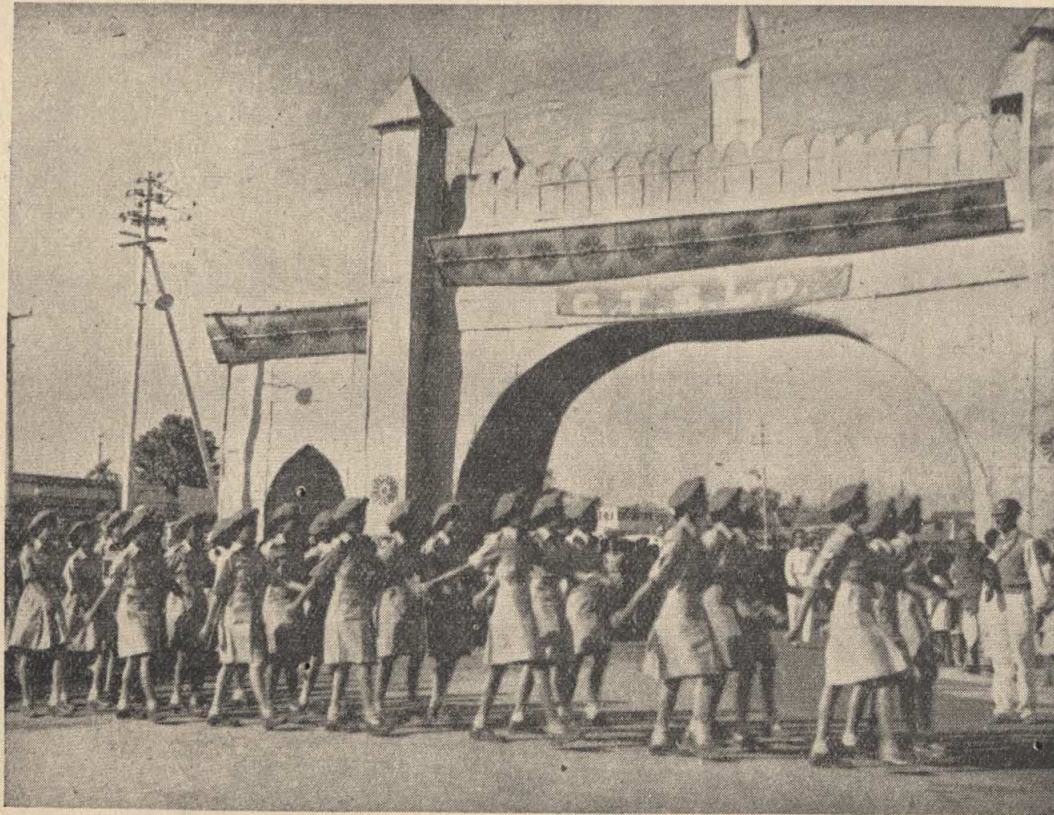
When the matter drew the attention of our then Chief Commissioner, he kindly suggested that we might very well approach the 6th Btln., Assam Rifles, Tripura, for helping us in the matter. This suggestion was pursued, and it is a matter of gratification to us that the-then Battalion Commander readily accommodated our request by arranging a training cadre for our teacher-instructors under his supervision.

Altogether 20 teacher-instructors joined the training which was first stipulated to be of 3 weeks duration, but was extended by another week on the suggestion of the Army Authorities. The daily programme lasted from 6 A.M. to 11 A.M. and during the last week the trainees had also some afternoon programmes. Drill without arms, P.T., First Aid, Map Reading, Camp Running, Fire-fighting and Crowd Control etc. formed the main

subjects of training and instruction. The trainees had to sit for two tests, one during the middle of the course and the other at the end. The training, though very short by the Army standard, has benefitted the trainees greatly, and the whole group definitely looks better with a smarter

turnout and bearing.

To the Assam Rifles authorities go our wholehearted thanks for the trouble taken by them to train up our young men on our request, though such a job is outside the scope of their duties.



Route March by Girl Cadets during Republic Day Celebrations.

SCOUTERS' TRAINING CAMP

YEARS BACK a Scouters' Training Camp for selected teachers of Tripura was organised by the Director of Education at the Govt. High School, Udaipur, some 45 miles off from Aagrtala. 24 teachers from different schools in Tripura joined the camp to make the requisite number for 3 patrols. Till arrival of Shri Joshi, Jt. National Commissioner, Bharat Scouts and Guides, it was decided that the running of the camp should be left to the charge of local personnel.

The Director of Education reached the camp with Shri Joshi within a short time and the latter took charge of the camp as Camp Director.

Two hikes were organised—one to the Old Palace, and the other to the Tripurasundari temple. The hikes were used for practices in compass-reading, nature study, bird study, tracking and fire lighting wild games.

On the day of the hikes to the Tripurasundari temple, as scouts had finished their training in Tenderfoot tests, the Court of Honours expressed a desire to have the scouts invested in the temple. The suggestion was accepted and the Investiture ceremony was solemnly performed.

During these ten days the candidates were given instruction and practices in training scouts upto the end of second class tests, and the way for the preparation of first class tests was shown. In addition to the technical scout craft, information regarding the general organisation of running a troop, working of the patrol system, maintenance of records, information on the various sections of the movement of goods and the practices in the use of hands for hobbies were given to the trainees. The games, the yells, the raft making, the various handicrafts of rustic carpentry, the experiences in kitchen running were all exciting.

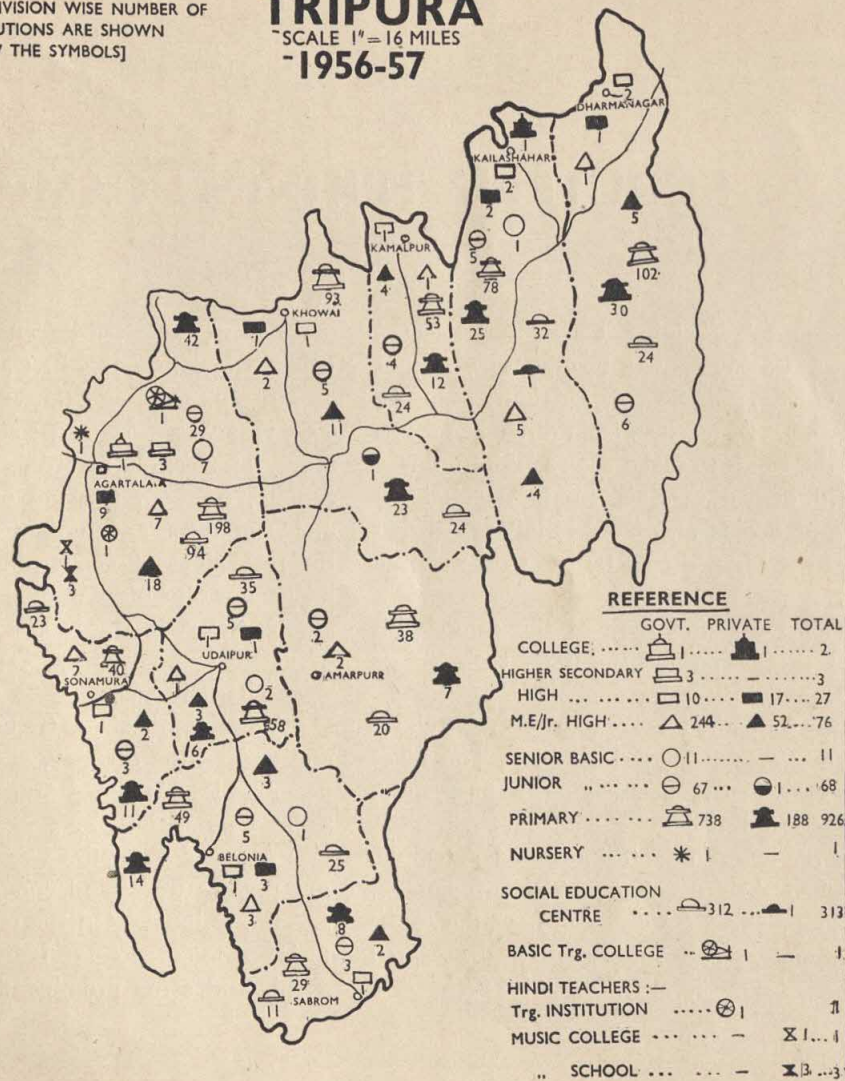
The weights of the trainees were taken on the first day and also on the last day, and it was found that out of 24 persons 11 had gained and 4 had lost in weight, while 9 showed no variations.

A grand Campfire was arranged where some important persons were kind enough to be present and encourage the trainees. On the concluding day of the camp all trainees took promise before the Camp Director, Shri Joshi, and some prominent citizens of the locality.

EDUCATIONAL INSTITUTIONS IN TRIPURA

[SUB-DIVISION WISE NUMBER OF
INSTITUTIONS ARE SHOWN
BELOW THE SYMBOLS]

SCALE 1" = 16 MILES
-1956-57



Sri S. K. Chowdhury

Principal, M.B.B. College

DISCIPLINE

PROF. N. K. SIDHANTA, Vice-Chancellor of the Calcutta University in course of an address in January, 1956, referred to loose talks about students' indiscipline and said that few speakers on the subject could give any facts and figures about the incidence of the malady or could suggest remedies for its cure. Prof. Sidhanta added that far too often no distinction was made between two kinds of discipline,—one implying external control, restraint and regulation and the other the control which came from within for achieving an objective. It was this latter—the self-imposed discipline—which should be the objective of every educational institution to inculcate and until that was achieved there would be situations in the life of every academic community when the teachers might be faced with problems of disruption of smooth work and infringement of the right of the normal student to follow his academic work.

The remarks of the Vice-Chancellor is in line with the excellent definition of discipline given by Duke of Wellington who said, "Discipline is knowing one's duty—doing it." Once the goal of educational institutions is clear

to the students, teachers and the authorities who control them, the possibility of indiscipline is reduced to the minimum.

All educationists and the Ministry of Education have been trying to probe into the causes of indiscipline amongst the student community. Prof. Humayun Kabir in his brochure on the subject dealt with some of the more important causes of indiscipline,—the chief amongst which are economic condition of the parents and guardians, loss of leadership by the teachers, tactics of the so-called political leaders to make the students pawn in their political game etc. There are some causes of indiscipline which pervade the entire country, but some others are local or regional in character. The mental imbalance of the refugee students and their guardians is an instance in point. It is common knowledge that during the struggle for independence the youthful energies of the nation had to be harnessed for political purposes. Even the Father of the Nation directed educational institutions to be closed down during national fight for freedom. But as soon as freedom's battle was won, all the

leaders have advised students again and again to eschew politics. The boldest lead in this regard has been given by Shri Jawaharlal Nehru who asserted that students should have scientific outlook on life and strong charac-

It is high time, therefore, that the educationists and the guardians put their heads together and instil in the young generation the basic principles of discipline. The domestic atmosphere no less than academic environment



Target Practice by N.C.C. Cadets during outdoor camping. Background shows a massive portion of the famous Neer Mahal.

ter. Unfortunately, however, there are some politicians who in season and out of season instigate the students to offer satyagraha or to adopt other coercive methods for the fulfilment of their demand.

influences the student in the most impressionable years of his life. Day-scholars constitute the largest percentage of students in our educational institutions and, therefore, responsibility devolves all the more on the guardians to

shape the character of the students.

The teachers must be brought in closer contact with the students. They are the natural leaders of the young generation. It has been observed both by the Radhakrishnan and Mudaliar Commissions that in our Schools and Colleges the teacher-student ratio is abnormally high. The contact between the teacher and the taught usually ends in classroom activities. This state of affairs has to be mended. The teacher should have greater contact with the pupils outside the classroom. The different youth organisations for creation of better citizens in the country like N.C.C. or A.C.C., excellent institutions though they are, can touch only the fringe of the problem, because only a small percentage of the students can be enrolled in these organisations and given training in disciplined living. Games, Sports, Hikes and Social Service activities need be organised more and more under the active guidance of teachers so that the leisure hours of

the students can be beneficial both to their body and mind. It is mostly in the idle tea-shop gossips that the seeds of indiscipline are sown. Education for discipline must be coupled with education for leisure.

It has been noticed that development of community life and democratic organisations within the educational institutions is a sure cure for indiscipline. Once the students shoulder responsibility for common good and feel that the educational institution is their own, they can very easily overcome the influence of the disruptors. Not only in the students' union activities but even in the purely academic pursuits, the students may be given opportunity to express their views and ideas. Suppression is always the mother of indiscipline. No occasion should be given to kindle the fire of discontent by designing persons.

Sympathetic approach to students' difficulties is the need of the hour. Once these are removed, the spectre of indiscipline is sure to disappear.



Creative utilisation of
leisure time.

Chief Commissioner in a kitchen
garden made by school children.



Sri S. K. Sen Gupta

Headmaster, Umakanta Academy

LEISURE-TIME ACTIVITIES OF SCHOOL CHILDREN

THE PROBLEM of leisure-time activities of School children is now more serious than ever, in as much as it forms the very foundation of the future career of the school children. It has a direct bearing on the formation of their character and habits which go a long way towards the betterment of society we live in. Education is a whole-time process. In the actual process of imparting education to children periodical assignments may be made to our great mutual advantage. But education as a process admits of no pause.

On investigation it reveals that some of the children join games, indoor, outdoor, or small area during leisure-time, others make groups and idle away their evenings and holidays discussing all sorts of topics from the lives of the filmstars to that of their superiors. They thus indulge in idle gossips having no educative value so far as juvenile minds are concerned. Talks on cinemas are quite high in the lives of our children. There is also a tendency to visit tea-stalls or restaurants in groups, and funds are even collected for the purpose from individual visitants. There is no denying the fact that some of the children do

often manage to check all these temptations, and devote their leisure-time to reading of books, newspapers, magazines and periodicals comprising of cheap stories, pseudo-romantic novels, film and picture comments suiting indécant taste. There is no exaggeration in what I have narrated above from personal observation in and outside school. I think none needs be surprised.

The facts are alarming enough. If there be no preventive check against all these unhealthy deviations, and the children be not directed aright even in their leisure-time activities, they may contaminate others yet aloof from the fold, vitiate the educational atmosphere, and result in national disaster ere long. So there is a great need for *Recreational Activities* on a planned basis for our children. The institution of Children's Clubs with all modern facilities for games, both indoor and outdoor, reading rooms with selected journals, magazines, periodicals, and dailies* to create a taste for healthy reading would do away with the chaos, and ensure general welfare of the school children to a great extent. Selected film shows arranged on Saturdays and Sundays may awake

their civic sense, and give them a start to go ahead with an earnest desire for acquisition of learning and knowledge as they grow up to be good citizens of the State. The school is a society in miniature, and the teacher and the

taught are the bonafide custodians of its sanctity. Selected broadcasts on matters of educative value may also induce the children who are delinquent and averse to any sort of profitable labour in and outside school, to mend their



N.C.C. Cadets hitting the bull's eye.

ways, and strive to attain a high standard of proficiency to the utter astonishment of all. I suggest all these projects amongst many others of kindred nature with an eye to the playfulness of the children's nature. They will undoubtedly find them interesting. It is my firm belief that "*to check a child with terror*" is a great wrong in the realm of education. If children find pleasure in working out these projects under the lenient supervision of the persons under whose charge they happen to remain in school or at home, and consciously or unconsciously curb their activities to the desired end, I shall be exceedingly glad to have a hold upon them for their own benefit and also for the benefit of the country at large. Children's welfare is the ultimate welfare of the State. And for this welfare what the teachers need most is the *parental co-operation* without which they are practically helpless in the matter of fulfilment of their sacred mission.

There are some other organizations among the pupils mainly for the purpose of regulating their leisure-time activities. The Scouts, A.C.C. and N.C.C. Organizations recently organized at schools are chief among them. All these organizations can easily make the children realize the dignity of labour. The principle of active co-operative work in group engenders a real spirit of brotherliness absolutely necessary for good fellowship in society. The object of all these is to give actual training in how to fit themselves in and how to help others in a miniature society. And thus the children may manage by slow degrees to attain a standard of self-help to be of great practical use. The usefulness of these organizations in

various school functions need hardly be mentioned. They thus directly regulate the leisure-time activities of the school children, and impress upon them the importance of school discipline even in practical life. Those who are still outside any of these organizations may constitute a more serious problem than before. They may even indulge in acts of indiscipline and make them misfits from educational view-point. They are really a problem-group and a correct solution is sought for in every educational institution by way of making a real contribution in this direction. They are directly and indirectly responsible for high percentage of failures.

Apart from book learning there are some other activities formerly known as extra-curricular, now rightly designated as co-curricular activities specially meant for these children. These include social service, games, sports, educational tours and the like that tend to create a playful spirit for self-expression in children. Radios and cinemas may on a planned way come to our rescue, provided the authorities concerned intend to tackle the problem for the advancement of learning and upliftment of society. Better schooling means successful tackling of the problem under consideration. The principle of elimination on the results of the Annual Examination cannot make a school better from social standpoint. Sufficient safeguards against educational wastage should be the aims of all reforms in the system of education. Immediate solution of the problem set forth above on a tentative basis at least as per suggestion is, no doubt, an urgent necessity of the time.



When abundant intellectual energy
is released through playful activities...

Mass drill by the
Young Cultural Squad •



SHORT COURSE TRAINING OF SOCIAL EDUCATION WORKERS

BEFORE THE Social Education Workers are sent for actual field-work, it is necessary to provide for them an orientation training course to acquaint them with the needs and problems of a village community and the process of formulating a people's plan involving people's fullest participation. With this end in view, a job-correlated and problem-orientated training course was organised for some new recruits some time past.

The trainees came in two batches. About ten Social Education Centres which had been taken over by the Education Department were mainly selected as venues of practical training of the social workers. The duration of practical training of the first batch consisting of 32 men and 11 women workers was a little over two months.

It was noticed that most of the trainees could negotiate quick relationship with the villagers and the commendable success in terms of physical targets achieved by them underlines the fact that they had not to grope their ways in the dark. They were properly guided by ten seasoned co-workers under overall supervision of the local

V.L.W.s. The Social Educators are to be interested more in how a thing is done than what is done, but we can presume at least half the success was due to the right approach to the problems. A brief statement of physical achievements of the social workers during the training period is given below:—

- | | | | |
|----------------------|---------------|---------------------|--------------------|
| 1. Cow-dung pits | 113 nos. | 8. Bed for fruit | |
| 2. Compost pits .. | 78 " | trees | 318 nos. |
| 3. Well for Drinking | | | 2 ft. X 2 ft. |
| Water .. | 16 " | 9. Orchards | 2 plus 1—3 |
| 4. Dug-out Privy .. | 83 " | (i) | 50 jackfruits |
| 5. Kitchen Gardens | 64 " | (ii) | 35 plantains |
| 6. Boiling Drinking | | (iii) | 50 " and |
| Water .. | 186 " | | 5 mangoes |
| 7. Village Roads | | 10. Tank clearing | 3 nos. |
| (i) | 100 yds. | 11. Well clearing | 11 " |
| (ii) | 1 Flng. | 12. Cloth woven for | |
| (iii) | 440 yds. | school boys' uni- | |
| (iv) | 40 X 4 cubts. | forms | 15 pc. |
| (v) | 2 Flngs. | 13. Fowl run | 11 nos. |
| (vi) | 1 mile. | 14. Terrace cutting | 4 " |
| (vii) | 150 yds. | | 10 X 2 cbts. each. |

- | | | |
|----------------|---------------------|--------------------------|
| 15. Club | | 17. Jute |
| house | 1 X 17 X 8 cbts. | tanks 16 X 8 X 6 cubits. |
| 16. Irrigation | 512 X 2 ft. 2 X 3 | |
| Canal | _____ | 18. Teachers' |
| | cubits. | dwellings 10 X 8 cubits. |

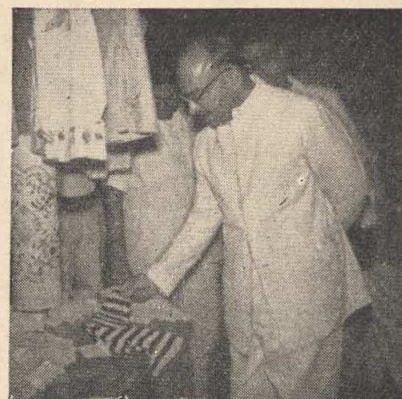
The trainees were given to conduct literary centres where they used to open discussion about daily problems. Two exhibitions were organised successfully in two centres. One permanent Artistes' Association at each of the centres that participated in the Dance and Music competition held in the Project area was formed by them. Cultural functions were organised in all centres and trainees of two centres were able to stage one drama and a jatra. Family cards to record every item of material progress made were introduced in ten centres. After proper survey a pamphlet containing a 20-point programme of village development as deemed feasible during that period had been served to the trainees for guidance and the trainees had been asked to formulate their action programme according to intensity of local problems and awareness

within that frame.

The monthly zonal seminars which are the special feature of our social education movement here are held at different centres. The teachers, students and trainees of all Social Education Centres of that zone meet under the leadership of our Social Education Organisers to discuss village problems, plan future activities and evaluate the targets achieved. The main object of such seminars is to get the students and village leaders together for exchange of views, to educate the public through audio-visual aids—not, always portable to the interiors, to organise debates by them on allied subjects to encourage self-expression. The ultimate object of these seminars is to use them as means to cultural movement in these areas. Women workers have generally to manage a lot to befriend tribal women who are very shy to outsiders. Tribal women evince interest in alphabets and house-keeping, cleanliness and kitchen gardening as well.



All work and attention before the kindly gaze
of distinguished visitors.



Chief Commissioner looking at craft
products in an institution.



Practising Bratachari.

Sri P. K. Roy

Lecturer, Basic Training College

A SCHEME OF THE VOCABULARY STUDY IN ADULT EDUCATION

THE DEMOCRATIC form of government is established by the people, for the people, and of the people. From the analysis of this concept, it becomes obvious that every member of the State should actively participate to organise this form of government. This complicated organisation surely is not the single man's job. It is the cumulative effect of the contribution made by all the members of the society. This presupposes that every individual should have a thorough knowledge of, and realise the deeper significance of the social growth and development. One who is devoid of this understanding, will also contribute his share, not for the continuance and stability of the government, but for its retarded development. That is why the democratic government, for the sake of its solid and stable foundation and solidarity of the State, aims at infusing this social consciousness into the minds of all the citizens of the State.

Social Education Organisation is an important organ that helps the people cultivate the group spirit and understand the inner meaning of social consciousness. The idea is lofty and sublime but not without difficulty. So to

obviate the variegated impediments, a comprehensive programme has been chalked out and for the implementation of the programme, various agencies, such as schools, libraries, museums, community clubs etc. are working in all parts of the country and the Readers and Text books also are being prepared for the purpose.

Apart from all other agencies, I should rather like to confine myself to the discussion of the words, widely used and readily understood by the adult members of the society, and writing of readers and text books at some length, as the present problem is mainly concerned with the vocabulary study.

The idea that comes to my mind attaches importance to the simplification of the vocabulary with the help of which readers and text books may be prepared. The late Maulana Abul Kalam Azad held that the wholesome development of personality is the chief objective of social or adult education and to remove the evils of illiteracy is nothing but an important means to achieve that objective. Obviously, the traditional method of writing text books with a view to making them literate may not

help the people much, since to equip them with the broad idea as to how the world moves around them is of primary importance here. So all importance should be attached to the problem of making them conscious about their rights and duties and responsibilities to the government. The idea itself is complex enough, and more so, when it is to be imparted to the people who could not unfortunately receive early education as a result of which their vocabulary has become limited. So, books, if not written with this limited vocabulary, may not be interesting to them and the ideas contained in the books may not come within their comprehension and thus the very purpose may be defeated.

As a safeguard and to check the possible failure, a vocabulary study may be conducted. The correct approach to the problem may be to go to the village and to converse with the villagers, to attend the village ceremony, to participate in the activity of the village every now and then. This intimate association of the field workers with the people of the village will naturally enable them to ascertain the words they use frequently and understand readily. These commonly used and readily understood words are to be collected and arranged in order of frequency and if the books are written with this vocabulary, the teaching materials may be presented before them in a more simplified way and the ideas embodied in the books may be grasped easily.

At first to conduct the study in a wide area may not be feasible. Because it will involve a heavy financial implication, the services of a large number of field workers

will be imperative and a long period of time will be needed. So to execute the programme with the minimum expenditure and the services of a small number of workers within a considerable period of time, a small compact area may be selected for the study at the outset.

In America E. L. Thorndike made a similar study and collected 10,000 words and published his well-known Teachers' Word Book in 1921 which has subsequently been revised.

In Central Institute of Education, Delhi, also a study of the same nature is being conducted by a team of workers under the supervision and guidance of experts.

After careful collection and arrangement of the vocabulary in order of frequency, the next step lies in writing the readers and text books. This part of the problem is of paramount importance as the ultimate aim of writing text books is not only to make the adult members of the society literate but to acquaint them with the broad idea of social evolution and gradual advancement and its significant role and utility in the democratic set-up of the country. Broadly speaking, the chief objective is to socialise them. So the traditional technique of preparing books may not be of much avail here. Rather all attention should be devoted to concretise the abstract ideas and aims in the form of printed symbols. However, for technical advice in this respect services of an expert will be very useful.

Only the writing and publishing of books cannot be the closing step of the study. As an inseparable step of

scientific investigation the efficacy of the work is to be evaluated.

With this end in view, two parallel groups may be taken—one experimental and one control. It is maintained in the earlier paragraph that a small area is to be selected for the study. A sample may be drawn from this area which may be treated as an experimental group and an equal number of respondents, almost equal in all respects, may be taken from the unselected part of the area, which may be considered as the control group. Any way, to the experimental group the new text books are to be distributed and instruction is to be imparted with the help of these books. But the control group may be allowed to use the existing text books. (It is to be borne in mind that contents of both the books—the traditional and the new—are same. The new ones differ only in regard to the treatment of the subject matter, approach to the problem and selection of the vocabulary). Here a word or two about the personal bias of the teacher may be interesting. A particular teacher may have a preconceived fascination for a particular type of text book. Naturally, his teaching is likely to be influenced by this preconceived idea. So it is desirable that teachers who will be entrusted with this experimental study should realise the real value of the work and be free from all these things. In addition to this, efficient and successful teaching is an art. The result of the study may be handicapped due to odd hours of study, application of unscientific and discarded method of

teaching, presentation of unpleasant stimulus, harsh discipline and teacher's personality. So during the period of teaching, attempt is to be made to keep all these variables constant in order to reduce the possibility of the results being influenced by these variables to the minimum.

Anyway, this step is to be allowed to continue at least for a period of one year or so. Regular instructions with special care by the properly qualified teachers are to be imparted to both the groups for the whole year. During this period it will be pertinent to construct an Achievement Test to assess the attainment of the learners.

This test will be administered to both the groups and if it is found after statistical calculation, analysis and interpretation that the experimental group scores better than the control group, with some amount of precision it may be said that the new readers and text books serve the purpose and the study may be conducted covering a wide area.

The follow-up service also may be pursued to remove the defects of the text books, which are likely to be noticed, to improve the quality of the books.

The study will be conducted under certain conditions. But these conditions are very likely to change after some time and the range of knowledge of learners also is likely to increase. Naturally selection and collection of new words will be imperative which necessitates a subsequent revision of the study.



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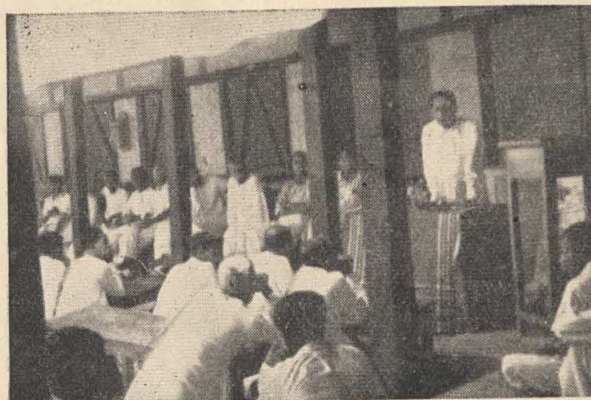
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Dancing to the tune of development



A Public meeting on New Education



Teachers in a Cleanliness Drive

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CONFERENCE OF THE INSPECTING OFFICERS OF SCHOOLS, TRIPURA

A CONFERENCE of the Inspecting Officers of Schools, Tripura, was held in the Education Directorate to review the position of educational institutions, their numerous problems and probable solutions. The time when this Conference had been held was important, for that was the time that virtually marked the advent of introducing reforms in the diverse spheres of education in Tripura.

PROGRAMME OF THE CONFERENCE

First day—

1. Inauguration of the Conference by the Director of Education.
2. Appraisal of general problems of different circles.
3. Registration of Attendance.
4. Presentation of Statistics and other materials called for.
5. Presentation of topics of discussion.

Second day—

1. A discourse on "Basic Trends in Primary Education and shape of Primary Education as envisaged

in Tripura", by Sri I. K. Roy, Deputy Director of Education.

2. General Discussion on Basic Education.
3. A discourse on "Importance of Environment in Education", by Sri M. Bhattacharjee, Inspector of Schools, Tripura.
4. Regular maintenance and submission of school records.
5. Diary system in schools.

Third day—

1. A discourse on "Problems faced in organising new schools in Tripura and tentative rules regarding recognition and grant-in-aid", by Sri H. C. Datta Chowdhury, Inspector of Schools, Tripura.
2. Co-ordination and consolidation of statistics submitted.
3. A discourse on "Social Education", by Sm. S. Bose, Chief Social Education Organiser, Tripura.
4. A discourse on "Place of Physical Education in Primary Schools", by Sri T. N. Datta, Asst. Inspector of Schools for Physical Education, Tripura.

Fourth day—

1. Consideration of the "Outline of guide to teaching and organisation"—Draft. Progress Report and Draft Annual Inspection Report.
2. Consideration of the Items of discussion as given below:—
 - (a) Standard of Recognition of Schools.
 - (b) „ „ Grant-in-Aid to Schools.
 - (c) „ „ Taking over of Schools.
 - (d) „ „ Upgrading of Schools.
 - (e) Eligibility of Makhtabs and Madrassas for above purposes.
 - (f) „ „ Missionary schools for this purpose.
 - (g) „ „ Schools run by Ashrams for above purposes.
 - (h) If we have any duties to schools under R|R Department.
 - (i) Medium of instruction other than Bengali.
 - (j) School Fund.
 - (k) Uniformity of fees in Govt. M. E. Schools.
 - (l) Upto what months of the year admission of students to be allowed.
 - (m) Age of first admission.
 - (n) Condition of striking off names of students.
 - (o) Weekly Examination in the Routine.
 - (p) Advisory Committee.
 - (q) Procedure of payment of teachers on submission of monthly returns.
 - (r) Even distribution of non-matric teachers.

- (s) Certificates to be issued to Inspecting Officers attending Short Course Basic Training.

In his inaugural address welcoming the Inspecting Officers, the Director of Education by way of giving a brief idea of the coming pattern of education in our country—specially in the Elementary stage—emphasised the importance of the role that Inspecting Officers are expected to play in giving shape to new ideas in education working all over India in general and Tripura in particular.

He advised the Inspecting Officers to shake off traditional lethargy and slowness so characteristic of our official life and take to the job with the zeal of pioneers. He admitted Tripura's difficulties on account of dearth of experienced personnel and technical know-how. But in a sense Tripura is more fortunate as it has no inhibition of long-continued traditions to retard swift disposal of work. Thus while in other States reforms and innovations may involve sharp breaks with the past and the resultant opposition, we in Tripura may start straight from new things on a clean slate without any hindrance, he added.

He stressed on the necessity of re-orientation of the traditional system and outlook of Inspection which focuses all attention on administrative matters to the neglect of equally, if not more, important academic duty of giving guidance to the school staffs and individual teachers for better discharge of professional duties and consequent improvement of schools. To do his work efficiently, an Inspecting Officer must win the goodwill of teachers and prove worthy of their respect. To earn a teacher's good-

will, Inspecting Officers will have to acquire a new attitude to their work. They are to give up officious attitude and approach them on social equality as friends and equals. They have to become partners with teachers, parents and children in the task of re-shaping education, but partners who at the same time have to play the significant role of educational leadership. Inspectors have to keep abreast of the times and modern trends and developments in education and must also be conversant with the way in which new principles may be put into practice. Thus, only hard work, study, sincerity and personal integrity can earn for them the trust, sympathy and respect they deserve and without which their work in the new role as educational pioneers cannot be played successfully.

He also dwelt on the special problems relating to education of tribal communities forming a very large part of the population of Tripura. To avoid a lop-sided development, greater and greater attention is to be paid to proper educational needs of the tribal people so that they may be brought on a par with the more advanced communities at no distant date, at least so far as elementary education is concerned. The backwardness of the tribal communities in Tripura should be accepted as a challenge by field workers of every department, and a sustained effort should be made to surmount the numerous difficulties that the situation presents. A special responsibility rests on our Sub-Inspectors of Schools in respect of the proper working of the schools in tribal areas under their charge. It should be borne in mind that success of the edu-

cational development programmes in Tripura will be measured largely by the success obtained in the educational upliftment of these backward communities. A large section of the people being tribals, speaking a dialect of their own, Sub-Inspectors of Schools as also teachers posted in tribal areas cannot come into close touch with tribal people and win their confidence, unless they get conversant with their dialects. So the Inspecting Officers as also teachers should learn some tribal dialects, and the sooner they can do it, the better for all concerned.

Lastly, he referred to the arduous and difficult nature of the work of the Inspecting Officers on account of the inaccessibility of some parts in their areas. Their difficulties are real and well appreciated. Gradually, it is hoped with the development of communication and other facilities they may except greater amenities for themselves and their dependants, but for a pretty long time, they will have to put up with a hard and rigorous life. In the meantime it would be his constant endeavour to explore possibilities of obtaining for the Inspecting Staff in Tripura better prospects and amenities, the Director of Education assured.

Sri I. K. Roy, Deputy Director of Education, in his discourse on Basic Education said that there is nothing sacred about Basic Education nor there is anything secret about it. Basic Education is frankly experimental, and is based on sound Philosophy and Psychology.

It is a matter of common psychology that children of tender age cannot think in the abstract. They simply cannot relish the abstract, second-hand information given

in the books. Instructions to them should always be given in close relation to their experiences. Who can deny that children will better understand the meaning of multiplication if you give them, say, 3 groups of 3 things in each and ask them to count up the total and so on, instead of asking them to cram the multiplication table? Children are incessantly active and it is only sound psychology when Basic Educationists say that instruction to children should be correlated to some activity or other in which they are interested.

The philosophy of Basic Education emphasises man's relation and duties to society. No man can hope to live outside a human society and dispense with the services of his fellowmen. In order to live, he must take the help and co-operation of others. Somebody else grows his food or weaves his cloth or produces one or the other of the necessities he daily needs. Since he accepts so much from his fellowmen, it is only proper that he should also contribute materially to the betterment of the society which makes life worth living for him. The emphasis is on material contribution of products made with one's own hands. That is to say, one should repay in kind what one receives from the society. That is why the philosophy of Basic Education insists on learning the various trades connected with the production of the basic necessities of life.

Basic Education is not a new-fangled theory. It is as old as educational psychology and educational philosophy. It is the other name of "Fundamental Education". Nobody should think the term "Basic" connotes anything

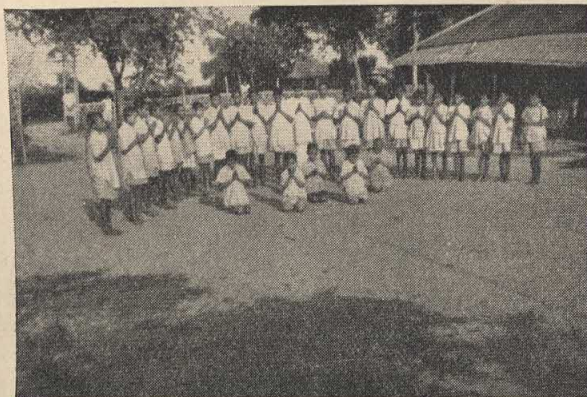
peculiar or extraordinary. A Basic school is only another name for a good school.

As regards teaching through a medium—activity or craft—we should always remember that correlation should never be forced. As to the question whether instruction in the higher classes must also be imparted through some activity, the answer is a strictly psychological one.

Instruction to children should be through some form of activity, as children are not sufficiently developed intellectually to be able to grasp abstract ideas. But when his intellect is developed to some extent to be able to grasp the meaning of the things in the abstract with concrete aids, it is not essential. It is for this reason that instruction to backward and the feeble-minded should be through activity and concrete aids.

Sri Roy envisaged a plan of converting all Primary Schools in Tripura into Basic ones or to elevate half of them into full-fledged Basic schools. And the problem of teacher training should be taken in right earnest to introduce a basic bias in all primary schools.

While emphasising the importance of environment in Education Sri M. Bhattacharjee, Inspector of Schools, said that proper environment has to be created in every school and in this respect the Inspecting Officers are to see that all requirements for an educational background are fulfilled. The physical environment of the existing primary schools being not very congenial at present, the Inspecting staff should see that there takes place a general toning up of schools both physically and intellectually.



Lead, Kindly Light.



To the Classroom.



Director of Education Helping an Observer.

श्री दीनदयाल शर्मा बी० ए०,

हिन्दी अध्यापक, हिन्दी शिक्षण प्रतिष्ठान

“त्रिपुरा राज्यान्तर्गत हिन्दी तथा उसका प्रचार कार्य”

भारतवर्ष बहुत कालतक अंग्रेजों के अधीन रहा। पाश्चात्य सभ्यता के रंग में रंग कर हम लोगों ने स्वयं को धन्य समझा परन्तु बुद्धि-जीवियों की आत्मा हमारे समर्पण से हाहाकार कर उठी, कारण गजनवी-गौरी तथा तैमूर की तलवार के आघात को स्वयं अपने रूप में आत्मसात् करने की शक्ति रखने वाली हिन्दू संस्कृति जब पाश्चात्य सभ्यता को स्वयं का अर्पण बिना आगा-पीछा सोचे करने लगी तो देश को अपना अस्तित्व अक्षुण्ण रखने के लिये युग-युग के भगवानों को जन्म देना पड़ा। इसके बावजूद भी पूर्व दिशा की पुकार पश्चिम तक न पहुँच सकी तथा हिमालय के वक्ष से निकली पयस्वनी की धारा द्रविड़ देश की खिन्नता धो सकने में असमर्थ रही क्योंकि एक सर्वत्र समझी जानी भाषा की कमी ने भारत को कभी भी एकता के सूत्र में न बंधने दिया।

सन् १८५७ ई० का स्वतन्त्रता संग्राम असफल रहा इसके बहुत से कारणों में से एक प्रमुख कारण यह भी हो सकता है कि शोषकों के विरुद्ध गर्जन करने के लिए देश में एक ऐसी भाषा की कमी थी जो कि पूरब से पश्चिम एवं उत्तर से दक्षिण तक समझी जा सके। बारकपुर

की छावनी में स्वतन्त्रता की चिनगारी को प्रज्वलित करने वालों के सहायक बंगवासियों की भाषा लक्ष्मी बाई के वीर सैनिक न समझते थे और इस कारण स्वतन्त्रता कांक्षियों में किसी भी प्रकार का विचार विनिमय—एक भाषा की कमी के कारण—कार्य संचालन के लिए न हो सका। अस्तु

महात्मा गांधी के नेतृत्व में हमने किसी प्रकार स्वतन्त्रता प्राप्त की—परन्तु देखते हैं कि एक भाषा की कमी पहले जैसी थी अब भी बनी हुई है। यदि भाषा सम्बन्धी इस प्रश्न पर विचार किया जावे तो ज्ञात होगा कि समस्या पहले से अधिक हो गई है। अंग्रेजों के राजत्व में हमने बिना ननुनच के अंग्रेजी भाषा को स्वीकार कर लिया प्रभु के वरदान रूप में। स्वतन्त्रता प्राप्ति के पश्चात् सभी प्रान्तवासी स्वयं की भाषा के समक्ष दूसरी भाषा को स्वीकार करने में अपना, अपनी भाषा का, तथा अपनी संस्कृति का अपमान समझने लगे। खैर, किसी भाँति देश के व्यापक प्रगति का ध्यान रख हिन्दी को उसकी व्यापकता एवं सरलता के कारण राजभाषा का पद मिला तथा संविधान में उसे इस

निश्चय के साथ स्वीकार किया गया कि अन्य प्रान्तीय भाषाएँ उसकी छाया में आवरित न हो जायँ। इस निबन्ध में हमें इस प्रश्न पर विचार करना है कि त्रिपुरा राज्य में हिन्दी का प्रचार राजकीय प्रश्रय तथा सार्वजनिक रूप से इस स्तर तक हुआ है—

त्रिपुरा राज्य की शिक्षा का सम्बन्धी कारण—पश्चिम बंग मध्यशिक्षा परिषद् से है तथा शिक्षा कार्य संचालनार्थ यहाँ शिक्षा संचालक महोदय हैं। शिक्षा विभाग ने हिन्दी को कक्षा ६ से ८ तक सूक्ष्म रूप में स्थान दिया है। त्रिपुरा सरकार ने उसीको सुचारु रूप से संचालन करने के लिये हिन्दी अध्यापकों की नियुक्ति की तथा नियुक्ति कार्य अभी चल रहा है। इसके अतिरिक्त हिन्दी-प्रचारकों की नियुक्ति तथा अगरतला में हिन्दी अध्यापकों की दीक्षा के लिए एक ट्रेनिंग कालेज की कल्पना इस दिशा में विशेष उल्लेखनीय है।

त्रिपुरा कांग्रेस कमेटी ने भी अपने प्रस्ताव में इस बात को स्वीकार किया है कि 'त्रिपुरा जैसी सीमास्थ रियासते' में शेष भारत से दृढ़ सम्पर्क बनाये रखने के लिए हिन्दी-शिक्षा का प्रचार अत्यन्त आवश्यक है'। स्टेट के कुछ उत्साही कार्यकर्त्ताओं ने राज्य सरकार के सहयोग से 'त्रिपुरा राष्ट्र-भाषा प्रचार समिति की स्थापना' लगभग पाँच वर्ष पहले हुआ थी। उसको शाखाओं में विकसित करने का भर सक प्रयत्न किया गया तथा आज धर्मनगर, केलाशहर, उदयपुर आदि स्थानों में समितियाँ हिन्दी प्रचार कार्य कर रही हैं। इन समितियों से शतों-छात्र 'वर्धा राष्ट्र-भाषा प्रचार समिति' द्वारा संचालित प्रारम्भिक प्रवेश एवं परिचय में प्रविष्ट होते हैं। इसके अतिरिक्त आसाम राष्ट्र-भाषा प्रचार समिति का भी राष्ट्र-भाषा प्रचार कार्य अत्यन्त सराहनीय है।

शिक्षण कार्य एवं समस्याएँ :—

उचित पुस्तकों की कमी ! आधुनिक युग में शिक्षा का माध्यम पुस्तकें हैं अतः छात्रों की शिक्षा की साधिका-ये पुस्तकें ऐसी होनी चाहिए जो कि उन्हें उचित मानसिक भोज प्रदान कर सकें। विकृत भोजन अरुचिकर ही नहीं होता वरन् उससे दुष्पाच्य का भी भय बना रहता है। अतः पुस्तकों का निर्वाचन बाल मनोविज्ञान के अनुसार होना चाहिए। पुस्तक के पाठ इस प्रकार से सजे हों कि छात्रों को वे श्रृंखला ज्ञात हों—अन्तराल एक पाठ से दूसरे पाठ के बीच—इतना अधिक न हो कि छात्र अगले पाठ की कल्पना ही न कर सकें। परन्तु दुःख है कि पुस्तकें का चयन इस तथ्य की उपेक्षा करता हुआ दिखाई देता है कक्षा ५ की पुस्तकें—पहले पाठ में वर्णमाला के अ, आ, से प्रारम्भ हो जयशंकर 'प्रसाद' तथा पन्त की—

‘हिमाद्रि तुंग शुंग से प्रबुद्ध शुद्ध भारती

स्वयं प्रभा समुज्ज्वला स्वतन्त्रता पुकारती

तथा

जननी जन्मभूमि प्रिय मेरी—

—जो स्वर्गादिपि चिर गरीयसी’

में लीन होती दिखाई देती हैं। उसी वर्ष कक्षा पांच के छात्रों का मानसिक-स्तर इतना विकास नहीं पा सकता कि अ, आ, से प्रारंभ करके व्याकरण के नियमों को लांघ कर 'प्रसाद' एवं 'पन्त' की कविता समझ सकें। ऐसी निर्वाचित पुस्तकों से जहाँ एक ओर शिक्षकों को पाठ संचालन में असुविधा होती है वहाँ छात्रों के मस्तिष्क में

ही न मन्यता की भावना भी अंकुरित होने लगी है! इस प्रकार से ऐसी पुस्तकों का निर्वाचन उभय भांति हानिकर है!

त्रिपुरा राज्य के विद्यालयों में पढ़ने वाले ऐसे छात्र जो हिन्दी के अन्य सुन्दर ग्रन्थों का अवलोकन करना चाहते हैं वे इस सुविधा से सर्वथा वंचित रह जाते हैं क्योंकि न तो त्रिपुरा के बाजारों में हिन्दी पुस्तकें उपलब्ध हैं और न राजकीय पुस्तकालयों में ही हिन्दी पढ़ने वाले छात्रों की मानसिक तृप्ति के लिए हिन्दी पुस्तकें प्राप्त हैं। अतः छात्रों की जिज्ञासा में इस भांति धक्का लगता है! यदि राज्य सरकार प्रत्येक विद्यालय में हिन्दी की सामान्य पुस्तकों का प्रवन्ध करे तो हिन्दी-प्रचार में बहुत सी सुविधाएँ हो सकती हैं।

राजकीय विद्यालयों में हिन्दी - शिक्षा के लिए एक कक्षा में तीन पीरियड एक सप्ताह में रखे जाते हैं इससे छात्रों की प्रगति बहुत ही धीमी होती है और अध्यापक को पुनः चार दिन पश्चात् छात्रों के द्वारा विस्मर उसी पाठ को पढ़ाना पड़ता है। इसके साथ ही साथ छात्र समझते हैं कि हम हिन्दी को कक्षा ८ के पश्चात् छोड़ देंगे और इस भांति वे प्रारम्भ से ही उसकी उपेक्षा कर देते हैं। यह समस्या हिन्दी - प्रचार में बाधक है क्योंकि छात्र को प्रत्येक वस्तु साम-नीति से ही नहीं सिखाई जा सकती।

हिन्दी अध्यापकों की वर्तमान दशा भी प्रचार में कम बाधक नहीं। सत्तर रुपये पर इतनी दूर काम करने को आने वाले ग्रेजुएट युवक रोमान्टिक विचार वाले अवश्य होंगे।

विभागीय प्रेरणा हिन्दी - प्रचार में अत्यन्त लाभदायक प्रमाणित हो सकती हैं। छात्रों को हिन्दी की ओर आकृष्ट करना है इसके लिए पुरस्कार आदि की व्यवस्था निश्चय रूप से उन्हें इस ओर उत्साहित करेगी। विभागीय प्रेरणाओं में अधो लिखित कार्यावली विशेष सहायक सिद्ध हो सकती है—

(१) सुलेखन प्रतियोगिता।

(२) वाक्-प्रतियोगिता।

(३) निबन्ध लेखन प्रतियोगिता।

(४) अन्त्याक्षरी प्रतियोगिता।

उपरोक्त प्रतियोगिताओं में से एकादि का प्रयोग किसी - किसी विद्यालय में कक्षान्तर्गत रूप में किया गया है और प्रयोग में आशातीत सफलता भी मिली है Inter School Competition छात्रों के उत्साह में निश्चित रूप से चार-चांद लगा देगा।

साधारण अवलोकन में हम कह सकते हैं कि त्रिपुरा राज्यान्तर्गत हिन्दी - प्रचार कार्य अत्यन्त सराहनीय है परन्तु इस दिशा में जितना द्रुतगति से आगे बढ़ा जावे उतना ही राज्य के हित में सुन्दर रहेगा— क्योंकि शेष विश्व के साथ-साथ अपनी अवस्था बनाए रखने के लिए सन्तोष एवं शान्ति की आवश्यकता नहीं—

रुकना तेरा काम नहीं,

चलना तेरी शान।

‘जयहिन्द’

श्री त्र्यंबकदत्त शर्मा

हिन्दी शिक्षक, विजयकुमार उच्च बुनियादी विद्यालय

हिन्दी और बंगाल प्रान्त

“एक राष्ट्र - भाषा से ही तो,

एक हृदय है भारत - माता ;

अंग - प्रदेश सभी हैं न्यारे,

हृदय सभी को एक बनाता ।”

आधुनिक युग एक संघर्ष का युग है, निरंतर संघर्षों के पश्चात् भारत - माता की शृंखला की कड़ियाँ तोड़ दी गईं और भारत-माता के सपूतों ने बलिदान की बेदी पर अपने रक्त की आहुति देकर, इसे पराधीनता से मुक्त कराया । इसके साथ ही राष्ट्र - भाषा की जटिल समस्या उत्पन्न हो उठी । बड़े विचार और विमर्श के बाद सब की दृष्टि हिन्दी की ओर झुकी और परिणाम स्वरूप, हमारे नये संविधान में इसको राष्ट्र-भाषा के उपयुक्त समझा गया । यह बात निर्विवाद सत्य है कि हिन्दी ही एक ऐसी भाषा है जो कि भारत के पर्याप्त भाग में समझी और बोली जा सकती है । इसकी इसी विशेषता के कारण इसको राष्ट्र-भाषा के सर्वथा अनुकूल समझा गया ।

हिन्दी के राष्ट्र-भाषा की घोषणा होते ही, अहिन्दी भाषी प्रदेशों

में क्रोध की लहर फल गई । सर्वत्र इसके विरुद्ध पताकार्यें फहराई जाने लगीं । इस आन्दोलन के समर्थक कई प्रकार की युक्तियाँ पेश करने लगे । यहाँ तक कि कई अहिन्दी-भाषी प्रदेशों में जन-साधारण का रक्त उबलने लगा परन्तु हमारे नेताओं ने इस जटिल समस्या को सुलझाने के लिये कई अहिन्दी-भाषी प्रदेशों में जाकर, उनको आश्वासन दिया कि हिन्दी की उन्नति प्रादेशिक भाषाओं के साथ-साथ है । धीरे-धीरे वे इस तथ्य को समझने लगे और हिन्दी के प्रति प्रेम का भाव उत्पन्न होने लगा । उनका यह आन्दोलन वास्तव में सर्वथा निर्मूल नहीं था, अपनी प्रांतीय भाषा का बहिष्कार करने को कोई तत्पर नहीं हो सकता । प्रांतीय भाषाएँ राष्ट्र की एकता के लिये इतनी ही आवश्यक हैं जितनी कि स्वयं राष्ट्र-भाषा किसी राष्ट्र के लिये हो सकती है ।

अब यहाँ तक कि हिन्दी और बंगला भाषाओं का प्रश्न है, बंगला का साहित्य भी संसार की किसी अन्य भाषा से कम नहीं है । इन दोनों की उत्पत्ति काफी हद तक संस्कृत से हुई है । इसलिये दोनों

में आत्मा का स्वरूप एक ही है, शरीर चाहे भिन्न-भिन्न हों। इति-हास इसका साक्षी है कि हिन्दी को विस्तृत करने के लिये, बंगाल के मुख्य नेताओं ने भी उतना ही प्रयत्न किया जितना कि अन्य किसी पुरुष ने किया है। बाबू नवीनचन्द्र राय जी ने हिन्दी को विस्तृत करने के लिये भरसक प्रयत्न किया। बाबू नवीनचन्द्र राय जी ने हिन्दी भाषा और 'ब्राह्म धर्म' का प्रचार पंजाब में करना चाहा था। उन्होंने उर्दू का कस के विरोध किया था। 'ब्राह्म धर्म' नवयुग की चेतना लेकर आविर्भूत हुआ था। किन्तु प्रधान रूप से उसका कार्य-क्षेत्र बंगाल तक ही सीमित रहा। उसके अधिकांश धर्म-ग्रन्थ बंगला-भाषा में ही प्रचारित हुये थे। इसलिये उसका प्रभाव क्षेत्र भी बंगाल से आगे नहीं बढ़ सका। बाबू नवीनचन्द्र राय जी ने अनुभव किया था कि हिन्दी-भाषा का आश्रय लेने से 'ब्राह्म धर्म' का संदेश अधिक व्यापक हो सकेगा। 'ब्राह्म धर्म' के संस्थापक राजा राममोहन राय जी ने भी इस बात का अनुभव किया था और कई छोटी-मोटी पुस्तकें हिन्दी में लिखीं थीं। सन १८१६ ई० का लिखा उनका (राजा राममोहन राय का) एक हिन्दी पैफ्लेट प्राप्त हुआ और इस बात की सूचना भी प्राप्त होती है, कि एक साल पहले सन १८१५ ई० में उन्होंने वेदान्त सूत्र का हिन्दी अनुवाद किया था। सन १८६७ ई० के मार्च के महीने में उन्होंने बंगला की प्रसिद्ध 'तत्त्व-बोधिनी' के आदर्श पर 'ज्ञान-प्रदायिनी' पत्रिका निकाली। इस पत्रिका में धार्मिक तथा सुधार सम्बन्धी लेखों के अतिरिक्त शिक्षा-विषयक और वैज्ञानिक लेख भी हुआ करते थे।

वे हिन्दी के प्रचार के लिये उर्दू के पक्षपातियों से बराबर लोहा लेते रहे थे। इसके अतिरिक्त भारत शिरोमणि श्री रवीन्द्रनाथ ठाकुर जी की रचनाओं ने भी हिन्दी लेखकों को बंगला जानने के लिये प्रेरित किया। फिर उनकी रचनाओं का हिन्दी अनुवाद भी होने लगा। उन्नीसवीं शताब्दी के सर्वश्रेष्ठ बंगला उपन्यास लेखक बंकिम बाबू के उपन्यासों का सब भाषाओं पर प्रभाव पड़ा परन्तु हिन्दी पर इनका विशेष प्रभाव पड़ा। हिन्दी में पंडित प्रतापनारायण मिश्र और पंडित राधाचरण गोस्वामी जी हिन्दी के साथ बंगला को भी जानते थे और उन्होंने बंगाली उपन्यासों का अनुवाद आरंभ किया। बंगाली उपन्यास लेखकों की लचीली भावुकता और पश्चिम से आई हुई रोमांस-परंपरा का ऐसा सुन्दर योग हुआ कि उस काल का समूचा भारतवर्ष उसके सर्वग्रासी की लपेट में आ गया। पड़ोसी भाषा होने के कारण हिन्दी पर उसका सर्वाधिक प्रभाव पड़ा। इसी प्रकार हम देखते हैं कि हिन्दी में उस काल की भाषा पर बंगला के शब्दों, मुहावरों और वाक्य-गठन तक का प्रभाव पड़ा जैसे 'शेष करना', 'जिज्ञासा करना' 'सर्वनाश' और 'किर्तव्यविमूढ़' आदि।

इस प्रकार हमें विदित होता है कि दोनों भाषाओं में आपस में कितना समन्वय है। यह इन दोनों भाषाओं का आदान-प्रदान इस बात का सूचक है, कि दोनों का एक दूसरे के इतिहास पर एक विशेष प्रभाव पड़ा। इस प्रकार हम यह भी कह सकते हैं कि हिन्दी प्रादेशिक भाषाओं की उन्नति में किसी प्रकार की भी बाधा नहीं डाल

सकती वरन वह तो उन्हें साथ-साथ विकसित होने का समय देगी। यहाँ पर यह कहना भी उचित ही होगा कि हमें अपने संकुचित दृष्टिकोण को भी बदलने की आवश्यकता है और प्रान्तीयता की भावनाओं का त्याग करके 'एक राष्ट्र' तुमुल ध्वनि से भारत का मस्तक समस्त संसार में ऊँचा करना होगा। अन्त में हिन्दी के आधु-

निक युग के प्रवर्तक श्री भारतेन्दु जी की निम्नलिखित पंक्तियों को स्मरण रखते हुये, अपनी मातृ-भाषा के साथ-साथ सब भाषाओं का समान आदर करना है।

“निज भाषा उन्नति अहै सब उन्नति को मूल;
विनु निज भाषा ज्ञान के, मिटै न हिय कौ शूल।”